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THE TEACHER'S

GUIDE

FOR

THE LETTER CARD METHOD.

SEE BOX OF LETTER CARDS.

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"*We learn through doing.*"—FROEBEL.

THE PRIMARY GIFT

OF

275 LETTER CARDS

IN

Print and *Script.*

ADAPTED TO ALL METHODS

OF

LEARNING TO READ.

BY

ELLEN D. STARR.

Copyright, July 29, 1884, by Miss E. D. Starr.

PREFACE.

There always is a rising sun,
And day is ever but begun.

Each age is the dawn of its successor, and thus it is true that there is nothing new under the sun, since the new grows from the old, as boughs from the tree.—GENESIS OF FROEBEL.

Meantime, the tree needs trimming, for the old, dead branches must be cut off to make room for the new engrafted boughs.—E. D. S.

The author has consulted works upon Phonics, Orthoepy, Orthography and Reading, for the purpose of collecting the *principles* of the English language.

The *application* of these principles to the "Letter-Card" method is original; and it is believed to be practical.

We are indebted to the excellent works of Prof. E. A. Sheldon, Miss Elizabeth Peabody, Prof. E. V. De Graff, Col. Francis W. Parker, Dr. Ad. Douai, Reed and Kellogg, Prof. Albert D. Wright, Prof. McGuffey, and others.

INTRODUCTION.

Nature begins with objects. The mother says to her little one: "There comes Pa-pa!" thus according a *name* with the object or person.

The Kindergarten teacher gives the child a bright colored ball, and leads him to play with it in an instructive manner, but does not teach him the printed nor written *word*. This is correct.

"PLAY is the normal occupation of children. It is so natural, that we find it even in young animals. In children, however, it takes an intellectual turn, and is the best preparation for mental culture."—*Karl Froebel.*

By means of bright little cards, *letters are transformed* into

OBJECTS,

for children to play with, arrange in pretty figures, and finally "BUILD" words.

The Letter Card Method cultivates manual skill as well as mental activity, and thus lays the foundation for a harmonious development of all the faculties. (See "Industrial Education," by Prof. Straight.)

The INVENTIVE faculty is awakened, by leading children to arrange the cards in beautiful figures, as well as to build words, for themselves. When pupils compose their own lessons, they will

READ NATURALLY.

When they build words with letter cards, as a printer does with type, they will

SPELL CORRECTLY.

In DeGraff's comprehensive work entitled "School-Room Guide," there are ten different methods for teaching pupils to read:

1. Word Method.
2. Object Method.
3. Phonic Method.
4. Phonetic Method.
5. Phonotypic Method.
6. Word-Building Method.
7. Look-and Say Method.
8. Sentence Method.
9. Drawing Method.
10. The A B C Method.

It will be discovered that the Letter Card Method is adapted to EACH of said methods, and may be called the Eclectic, as the author has chosen and combined the best points of them ALL.

As about three-fourths of the syllables in the English language have SHORT vowel sounds, we use, in these *first* lessons, words which have mostly short sounds. Thus they will be found adapted to the Phonic method. (See Phonic method in appendix.)

CONTENTS.

PART I, - - - - - Word Building.
PART II, - - - - - - Comparing Print and Script.
PART III, - - - - - Writing.
APPENDIX.

PART I.

WORD BUILDING.

Shall little children *print* words, or *write* them?

Neither at first, but "build" words with letter-cards, which are as diverting as toys, giving occupation to the hands and instruction to the mind.

As alphabet blocks are bulky, and, moreover, usually contain but one set of vowels, with which only a limited number of words can be made, the author has been led to prepare small letter-cards, in large numbers with a large supply of both vowels and consonants. These letter-cards are proportional, according to their use, like a printer's font of type, so that pupils can make several copies of a word until it is thoroughly learned; and, in time, build whole sentences and "set up" short stories.

Punctuation cards are also furnished, and the pupil will acquire the habit of using them as naturally as a printer punctuates in setting type.

The cards are printed on both sides, thus facilitating rapid selection.

Most of the letters are small, *i.e.*, belonging to the "lower case," as but few capitals are used in first lessons.

Lastly, there is a set of *script* letter-cards in the same boxes with the printed ones, to be used with them for COMPARATIVE lessons, *after* which the pupils will be enabled to take up writing with skill and ease.

FIRST PREPARATION.

DISTRIBUTION OF BOXES.

Call a pupil from each row to carry boxes to all the desks, telling the children not to open them until permission is given.

OBJECT LESSONS.

Let the children examine the outside of the box.

Name the color of the box.

Describe the pictures on the box.

OPENING OF THE BOX.

The teacher should show the pupil how, by first opening her own box, gently removing the cover, and quietly laying it down, back of the box.

The children do the same. Repeat until nicely done. Lastly, have the cover *turned over* to serve as a "form," on which words and sentences may be built and kept in straight lines.* Give the term "groove," and have them learn the *use* of the groove at once, by a little practice.

PLACING THE CARDS ON THE FORM.

Learning Right and Left Hand.

Example.—Tell the children to take all of the cards from the first box, (*left-hand*, upper row,) and lay them side by side in the upper row. "How many cards?" "Ten."

Next, from the second letter box, into the second groove. "How many cards?" "Six" This might be continued till the form is filled, being careful in the first exercise to put only one *kind* of letters into a groove.

Replacing in the Boxes.

Next, tell the children to gather the cards from the first groove, and put them back into the first box, then from the second groove into the second box, and so on, till all are replaced. Repeat this exercise, varying the order, until they can "distribute" cards rapidly.

Just here, tell pupils that all who take good care of their letter-cards and do not lose a single one, can play games, or make beautiful figures—the same as with colored blocks—when their lessons are done.

Note.—When the time comes, use only those letters which they have thus far learned, or with which they have become familiar; as, for instance, the family of "a," or group of "n's," and "t's."

Counting.

Note.—All the letter-cards may be counted quickly with a little practice. Of course, until the pupils know the names or sounds of the letters, the teacher will not ask how many "a's" or how many "k's," but simply how many *cards* in the first box of the upper row, or the last box in the third row.

☞ See diagram of contents, on the bottom of the box.

Recitation.

The letter-cards are now in place,
Each one where it belongs;
O, look! and see that not one face
Among the cards is wrong.

*Place the large groove uppermost, which forms a wider margin at the top.

LESSON I.

A child first acquires ideas by means of his senses.

Those teachers who prefer to teach each word as a whole, without analysis of letters or sounds, can let pupils build according to the

WORD METHOD.



Example.—Object, a fan.

Finding the Cards.

The teacher will select the letter (f) from her own box, hold it up to view, and, without giving either name or sound, ask the pupils to find a card "like this." If the children do not readily discern it, direct them to look in the second row from the top, left hand, second box. All hold up the card.

T. "Lay that card on your box cover, in the first groove, as I do."

Next, find one like this, (a,) in the first box, and lay it at the right hand of the first card. Now this, (n) Look in the third row, first right-hand box. Add that card and we hav the word

fan

What word have we made?" "Fan."

See how many times you can make the word fan, finding more letters like those in the same boxes, while I recite or sing,

A Song.

Little children build away,
There is work for you to-day:
Find the letters, small and bright,
Put them in their places right;
And we'll build some little words,
Just as nests are built by birds.

The children first build the word, (fan,) then build the object, (fan). See page 13.

At the close of each lesson see that the letter-cards are put back into the little boxes all right. The children will soon learn to distribute them rapidly. This method gives occupation for the hand, as well as instruction to the mind.

Note.—After the lesson the children will take their slates and pencils, and practice on *drawing* a fan.

Review.

T. "What word did you build in last lesson?"

P. "Fan"

T. "Let us see who can build that word the quickest and the nicest. As soon as each one finishes the word, turn your box form around, so that I can see the word. All right. Now replace the cards quickly, and put the cover on the box. With what did you handle the cover?"

P. "With our hands."

All look at the picture of a hand, on your boxes.

"Now we will build the word "h a n d." Find a card like this—(h). Mary may tell in what box it is found."

M. "Second row from the top, *right-hand* box."

T. "You may all tell where I find this letter—(a)."

P. "In the first box."

T. "Nowcomes a letter-card that is new to you—from the third row, *right-hand* box."

T. "We all keep using the word *hand*—don't we? Find this letter—(d), then we will know how to make the word

hand

NOTE.—Tell the pupils to see how many times they can build the word hand.

The class will replace the cards, and repeat:

The letter-cards are now in place,
Each one where it belongs:—
O, look! and see that not one face
Among the cards is wrong.

DRAWING.

Pupils take slates and pencils, and draw the pictures of the fan and hand.

Review before giving a new word.

The teacher should call attention to the words and see how many can *read* them. Then call on pupils, one by one, to come forward and *point* to "fan, hand, my." After which the class can copy the words again by building them, and also the figure of the fan.

T. "Where do you find this?" (b)

P. "In the second box."

T. "Where do you find this?" (a)

P. "In the first box."

T. "Where do you find this?" (s)

P. "In the fourth row, second box, right hand."

T. "Now look in the large, square box, right hand, upper corner, and find a card that has this short, straight mark (-) which is called a hyphen. A hyphen *divides* a word into parts. (Class repeat the statement.) Lay the hyphen after the s. Next, find this, (k), then this, (e), lastly this (t). What word have we made?"

bas-ket

T. "You may build the word basket three times more, then the figure of a basket.

a a a a a a a

n n n n n n

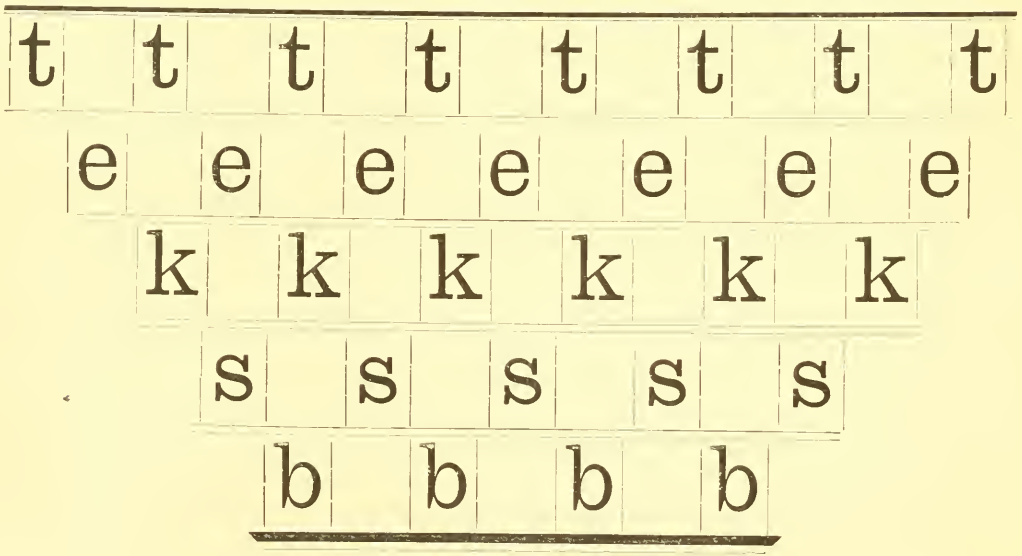
h h h h h

m m m m

f f f

y

Use the same cards with blanks, to *build* the figure of a basket. Afterward pupils might *draw* a basket from the picture on the box cover.



SENTENCES.

1. Pupils build sentences from Teacher's Guide.
2. Pupils build oral sentences given by the teacher or by pupils.

RULES.—*For pupils to repeat.*

RULE 1.—Every sentence begins with a capital letter.

Vowel "a" —short sound.

An-na has a bas-ket.

RULE 2.—Every sentence ends with a period.

My fan is in my hand.

QUESTIONS.—How many pupils have placed blank cards between the words?
How many pupils have placed a period at the end of the sentence?

An-na has my hat.

Vowel "e"—short sound.

hen nest

The hen has a nest.

The nest is hid.

This is a sled.

The sled is red.

NOTE—The teacher should examine the builded sentences very closely, to see that pupils do not use a letter "u" in the place of "n"; "p" in the place of "d"; "q" in the place of "b"; nor *reverse* punctuation cards.

"sh."

Tell the pupils to use the *double* card "sh," (combination).

Vowel "i"—short sound.

A ship! A ship! Use exclamation card.

Is that a ship? Use "question" mark.

It is a brig.

The teacher will lead pupils to notice the difference between the capital "I" and the small "l." Children—Both ends of the capital "I" are crossed alike; while the upper end of the "l" is crossed only half way across, and that is on the left side.

That is a fish.

Fred, Fred, get that fish.

Use the comma.

Vowel "o."

O, see that ro-bin.

"ng"

The ro-bin can sing.

"ch"

Is this a branch of hol-ly?

Yes, that is for us.

"ff"

Do not cut off the ber-ry.

Christ-mas is com-ing, and christ-mas gifts.

I can spin my new top.

Ma-ry's new wax doll has a red dress.

Caleb is in his cot.

"ou"

His cot has four steps.

"oy"

The boy stands by his flag.

Yes, that boy is Frank.

Frank has a pretty flag.

Three cheers for the flag!

"u"

I see a drum.

It is fun to drum.

Rub-a-dub! Rub-a-dub!

I wish I had a drum.

Is that Bob's um-brel-la?

Use the apostrophe.

No, it is pa-pa's.

Exercise in Punctuation.

Carlo, Carlo, where have you been?
Ring the bell for dinner, —hot mud pies!
"Cluck," said the hen. Don't you see the hawk?

SPELLING.

NOTE—Words need to be presented to the sight, as well as to the ear. How can spelling lessons be best prepared? Some say *write* the words—others say *print* them. The easier and better way for children to learn correct spelling is to "build" words with letter-cards as printers set up type.

SPECIMEN LESSON (ORAL).*

The teacher pronounces the words and the children build them in columns, the teacher telling them to add the letter e to each word and see what new and different words are formed—changing cap into cape, tub into tube, and so on.

ă ā	ĕ ē	ĭ ī	ŏ ō	ŭ ū	ў y
cap—e,	fed—feed,	bit—e,	hop—e,	tub—e,	hur-ry—why,
hat—e,	wed—weed,	kit—e,	mop—e,	cub—e,	flur-ry—fly,
tap—e,	bled—bleed,	mit—e,	not—e,	tun—e,	mer-ry—my,
mat—e,	step—steep,	slid—e,	dot—e,	cut—e,	ber-ry—by,
man—e,	bet—beet,	rip—e,	rob—e,	cur—e,	fer-ry—spy,
pan—e.	sped—speed.	dim—e.	rod—e.	plum—e.	ver-y—try.

*Short vowel sounds are changed to long vowel sounds by the addition of silent e. *Exceptions:*—The sound of long e is given here by doubling the e.

A Story.

Last Friday I heard a hand-organ. It was nice. There was a little monkey sitting on the organ. He wore a red coat. The man called him Jacko.

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ă ā	ĕ ē	ĭ ī	ŏ ō	ŭ ū	ў ȳ
cap—e,	fed--feed,	bit—e,	hop—e,	tub—e,	hur-ry—why,
hat—e,	wed—weed,	kit—e,	mop—e,	cub—e,	flur-ry—fly,
tap—e,	bled—bleed,	mit—e,	not—e,	tun—e,	mer-ry—my,
mat—e,	step—steep,	slid—e,	dot—e,	cut—e,	ber-ry—by,
man—e,	bet—beet,	rip—e,	rob—e,	cur—e,	fer-ry—spy,
pan—e.	sped—speed.	dim—e.	rod—e.	plum—e.	ver-y—try.

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A STORY.

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STORY No. II.

I have a new doll. It was a birth-day present. I call her May. She has red cheeks. My old doll looks pale. She has been sick so long.

ORAL LESSON.

Teacher:—

"Would you like to 'build' some pretty names?
It will be as good as playing games.
Now do not make the least mistake,
As I speak each name, for you to make."

An-na.	Flo-ra.	Lily.	Ruth.
A-my.	Grace.	Lu-cy.	Sus-an.
Bes-sie.	Ger-trude.	Ma-ry.	Stel-la.
Ber-tha.	Hel-en.	Mag-gie.	U-na.
Co-ra	Hat-tie.	Nel-ly.	Ur-su-la.
Clar-a.	I-da.	Ni-na.	Vi-va.
Do-ra.	I-na.	Ol-ive.	Vi-o-let.
Dol-ly.	Jo-sie.	O-liv-ia.	Win-i-fred.
Em-ma.	Jane.	Pan-zy.	Win-nie.
El-la.	Ka-ty.	Pet.	Zul-ma.
Fan-nie.	Kath-leen.	Ro-sa.	Zoe.

A-sa.	Gil-bert.	Mar-tin.	Thom-as.
Al-bert.	George.	Mark.	Tim.
Ben.	Hen-ry.	Nor-man.	U-lys-ses.
Bert.	Her-bert.	Nick.	Ul-ric.
Ca-leb.	I-ra	Or-rin.	Val-en-tine.
Cy-rus.	Ike	Os-car.	Vick.
Dav-id.	Jim-my.	Pe-ter.	Wil-lie.
Dan.	John.	Pat-rick.	Wal-ter.
Ed-win.	Karl	Rich-ard.	Zae.
El-mer.	Kent.	Ralph.	Zed.
Frank.	Lew-is.	Steph-en.	
Fred	Luke.	Sam.	

NOTE.—The teacher can select from the above names and then give the names of the pupils, as every pupil will want to build his or her own name.

PART II.

COMPARISON

OF

Print and *Script.*

COMPARING PRINT AND SCRIPT.

Why set a pupil at writing script without any instruction? As the letters are *connected*, it must be hard for a little child to distinguish where each letter begins, and ends.

He is likely to commence at the top, or middle of a letter, when he should begin at the bottom, or side.

DISTINGUISHING STRAIGHT LINE LETTERS FROM CURVED LINE LETTERS.

1st Lesson.—1st Class.

You ask the class to find how many of the printed letters in the little boxes have only STRAIGHT lines.

When each pupil has selected them—a more difficult task than at first may be supposed—then let the right number, seven, be placed on the board, in the following order :

l k i v w x z

2nd Lesson.—2nd Class.

Find all the letters in the little boxes that are made entirely of CURVED lines.

If the pupils have not had lessons in Form or Drawing, the teacher will need to SHOW the difference between straight and curved lines.

Also, lead them to remember that a straight line may be in a slanting position, as in the letter x.

c o a g

3D LESSON.—3D CLASS.

Next, find all the letters which are made of both straight and curved lines, JOINED. This will cultivate discrimination still more :

b d e f h j m n

p q r s t u y

RECITATION.

We first find letters with *straight* lines,
Then others with a *curve*;
But some are made of *both* combined,
And all for words will serve.

DEVELOPING LESSONS.

Comparative lessons cultivate descriptive powers as well as observation.

It is the lack of comparison, chiefly, that causes so many pupils to form obscure styles of penmanship; whereas, those who first become familiar with print, make full, clear letters in script.

When the pupils become familiar with the SOUNDS of the letters, then the NAMES will come "second to nature." After the pupils become familiar with print by "building" words with printed cards, THEN they are ready for



SPECIMEN LESSON OR CONVERSATION.

PREPARATORY.

First, ask the pupils to name over the printed letters that have only STRAIGHT lines and lay out one of each on their forms.

"How many?"

"Seven."

Next, "How many have noticed that in each little box there is one card which is of different color from the others?

"Very well, take out the one that is in your box of 1's and lay it in the groove, below that printed one.

"What color?"

ANS.—"Yellow, or buff."

CARD.

"Any difference in the size?"

"The buff card is larger."

"Shape?"

"Long, pointed."

"The other cards?"

"Square."

"Position?" (placing them side by side.)

"The buff card lies slanting. The white cards stand upright"

LETTER.

"Can you tell the name of the letter on this buff card?"

"I—the same as the printed one."

"With what is this kind of a letter generally made?"

"With a pencil or pen."

"Yes, this belongs to the kind we use in writing.

"What are they called?"

"Written letters."

"Yes, or SCRIPT letters. (*P.* "Script letters.")

"How were the letters on the white cards made?"

"They were printed."

"How many of you know all the printed letters?" (All.)

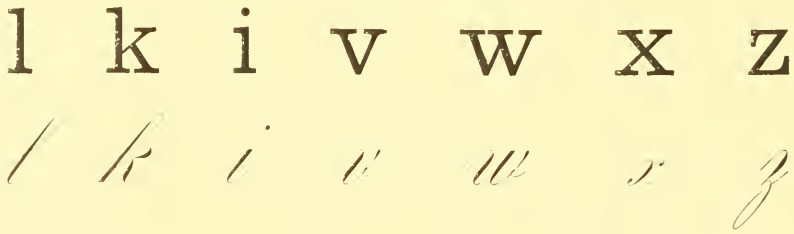
"Would you like now to learn script, or written letters?

"Then take out the buff cards from the boxes where you found those straight-lined letters. Lay them on the box-form, directly under those printed letters.

"Let us examine them, and see how they differ from the printed letters of the same name."

Teacher questions about position of letters, and kind of lines—leading pupils to compare and describe, viz.

COMPARISON OF LINES, POSITION AND FORM.



PRINT.			SCRIPT.	
Lines.	*Form.*	*Position.*	*Lines.*	*Position.*
l has 1 straight line,	like a stem, with an arm at the top, and a bar at the bottom,	upright.	Straight and curved lines, Form: The script l has a long loop, where the printed l has a stem.	slanting.
k " 3 "	with an arm at the top and bars at the bottom, 1 2	" slanting.	Straight and curved, joined, Form: A long loop, and two curves.	"
i " 1 "	with arm at the top and bar at bottom, and a dot above,	upright.	Straight and curved, joined, Form: A dot above it, like the printed i.	"

	Lines.	*Form.*	*Position.*
v	" 2 "	open at top, with short lines or "bars" across upper ends,	slanting.
w	" 4 "	open at top, with bars across the upper ends,	"
x	" 2 "	the lines *cross each other* at their centers, with bars on the upper and lower ends.	"
z	" 3 "	with bars at the ends of the horizontal lines,	1 " 2 horizontal.

	Lines.	*Position.*
ℓ	Straight and curved joined,	slanting.
w	" "	"
v	" "	"
ℓ	" "	"

Form: With a loop below the line.

BEGINNING PLACE.

Now all look closely on the board, while I draw those two rows of letters that you have placed on your forms. Name the first one. Tell me at what part of the printed l I begin. "At the top."

The printed **l** *begins* at the top.

" **k** " "

" **i** " "

" **v** " "

" **w** " "

" **x** " "

" **z** " "

The script *ℓ* begins on the left hand side.

i " " "

ℓ " " "

w " " "

x " " "

z " " "

These lessons not only cultivate observation, but also descriptive powers and language.

THE CURVED PRINTED LETTERS.

2ND CLASS.

c o a g



PRINT.				SCRIPT.			
	Position.	*Lines.*	*Beginning.*		*Position.*	*Lines.*	*Beginning.*
c	Upright.	Curved.	At the top.	*c*	Slanting.	Curved.	At the left side.
o	"	"	"	*o*	"	"	"
a	"	"	"	*a*	"	"	"
g	"	"	"	*g*	Slanting, Has a long loop, instead of a short curve at the bottom.	Curved.	At the left side.

a Form like the lower part of a printed a.

STATEMENT.—These four printed letters, c o a and g stand upright, have curved lines, and begin at the top, while the same letters in script stand slanting, have curved lines, and begin at the left side.

NOTE.—Have the pupils *build* these two rows of letters, placing the script c directly under the printed c, the script o directly under the printed o, and so on, and putting *blanks* between the letters. Tell children to *look at the copy* in the book and see if their work is correct. Lastly, they may WRITE the script letters on their slates.

COMPARATIVE LESSON.

b d e f h



CURVED-LINE PRINTED LETTERS.*

3RD CLASS.

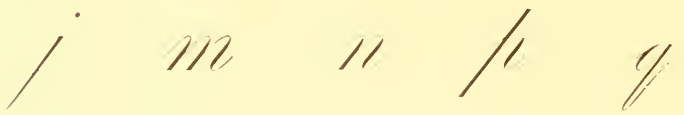
	Position.	*Lines.*	*Beginning.*
b	Upright, with a curve on the right hand lower part, and an arm at the upper end.	1 straight line,	top.
d	Upright, with a curve on the *left* hand lower part, and an arm at the upper end.	1 straight line,	top.
e	Upright, a short horizontal line, nearly surrounded with a curve.	1 straight line,	in the centre,
f	Upright, and crossed near the upper end with a horizontal line, and a bar across the lower end.	straight and curved, joined,	top.
h	Upright, with an open curve on the right side, lower part, bars across the lower ends, and an arm at the upper end.	1 straight line,	top.

SCRIPT.

	Position.	*Lines.*	*Beginning.*
b	Slanting, loop at the upper end, where the printed b has a stem.	straight and curved,	at the side,
d	Slanting, with a stem like the printed d.	straight and curved,	at the side,
e	Slanting, much like the printed e.	straight and curved,	at the side,
f	Slanting, has two long loops, unlike the printed f.	straight and curved,	at the side,
h	Slanting. A loop at the upper end, where the printed h has a stem.	straight and curved,	at the side,

*As there are fifteen letters in the 3rd Class, teacher may divide into three lessons.

j m n p q



PRINT.

	Position.	*Lines.*	*Beginning.*
j	Upright,	straight and curved, joined, with a dot above it.	top,
m	Upright,	straight and curved, joined. Three straight lines, joined by curved lines at the upper end, with bars across the lower ends.	top,
n	Upright,	straight and curved, joined. Form: Bars across the lower ends.	top.
p	Upright,	straight and curved, joined, a curve on the right hand, upper part, and a bar across the lower end.	top,
q	Upright,	straight and curved, joined, a curve on the *left* hand, upper part, and a bar across the lower end.	top,

SCRIPT.

	Position.	*Lines.*	*Beginning.*
j	Slanting,	straight and curved, with a dot over it, but a loop instead of a curve at the lower end.	at the side,
m	Slanting,	straight and curved, much like the printed m, only the lines are slanting and more curved.	at the side,
n	Slanting,	straight and curved. Form: Nearly like the printed n.	at the side.
p	Slanting,	straight and curved, with a stem at each end.	at the side,
q	Slanting,	straight and curved, with a curve on the *left* hand upper part, and a stem like the printed q.	at the side,

r s t u y



PRINT.

	Position.	*Lines.*	*Beginning.*
r	Upright,	straight and curved, joined, a curved arm near the top and bar across the bottom.	top.
s	Upright,	straight and curved, joined, a double curve with a bar across each end.	top.
t	Upright,	straight and curved, joined, a stem crossed by a horizontal line near the top.	top,
u	Upright,	straight and curved, joined, with *half* bars at the upper ends and at the lower end.	top,
y	Upright,	straight and curved, joined, with two slanting lines joined and ending in a curve	top,

SCRIPT.

	Position.	*Lines.*	*Beginning.*
r	Slanting,	straight and curved, with a *shoulder* instead of a curved arm on the top.	at the side,
s	Slanting,	straight and curved, with a slanting line and *one* curve.	at the side,
t	Slanting,	straight and curved, with a stem crossed near the top by a horizontal line.	at the side,
u	Slanting,	straight and curved, Form: Like the printed u, only slanting lines.	at the side.
y	Slanting,	straight and curved, Form: Like the printed y, but a loop instead of a curve at the bottom.	at the side.

SUMMARY.

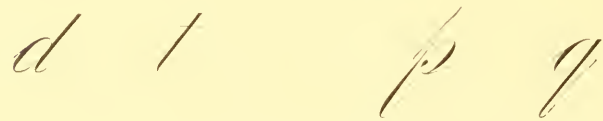
T. "What can you say of the position of the script letters?" *P.* "The script letters are in a *slanting* position."
T. "In what direction do all the script letters slant?" *P.* "The script letters all slant to the *right*."
T. "Where does each script letter begin?" *P.* "Each script letter begins at *left side*, with a connecting line."

SCRIPT LETTERS.

Class 1.—Loops.



Class 2.—Stems.



Class 3.—Short Letters.



Ten long and slender loops we make,
Just five above, and five below;
Then four *stems*, too, that will not break—
The rest are short—a pretty row.

COMPARATIVE LESSON.



H S W F G N

T. "What is the large kind of letters called?"

P. "Capitals."

T. "Yes, sometimes the printer call them 'caps,' for short. What kind of capitals are those in the lower line?"

P. "Print capitals."

T. "What kind in the upper line?"

P. "Script capitals."

T. "You may call them 'print caps,' and 'script caps.' Which do you think *looks* the finest of the two rows?"

(If the children are undecided, or divide in opinion, ask them, "which is the prettier, a straight line or a curved line." Lead them to choose "the line of beauty."

T. "What is the position of the print caps?"

P. "Upright."

T. "Yes, they stand like soldiers. Can you tell me who lead soldiers when they march in line?"

P. "The captain, officers, the drum major."

T. "Well, these script letters look like drum majors, and officers, all dressed in pretty uniforms, with curling feathers or plumes. Now you may all find some beautiful letters like these (in one of the long boxes) and place them on your forms, in the same order as they are in my book."

NOTE.—After the letters are all arranged, call upon the children to *name* them, in concert. Afterward, practice writing them. Also practice building them in alphabetical order, repeatedly.

The "print caps" you could quickly name,
But "scripts" are finer dressed:
Though "uniformed," they're all *the same*,
As you have quickly guessed.

PRINTED CAPITALS.

The teacher should have the pupils "build" this page, as a review.

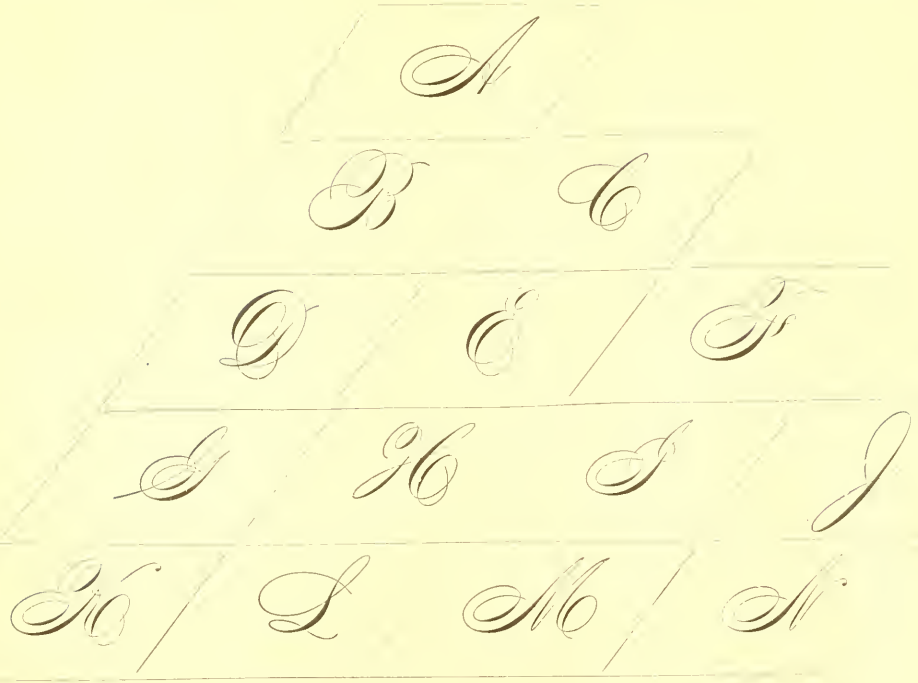
A B C D E F

G H I J K L M

N O P Q R S

T U V W X Y Z

When the letters are all placed correctly on the form, ask each pupil to read them. If one makes a mistake, let the next begin where the last left off. Finally, all name them in concert.


A
B C
D E F
G H I J
K L M N

PART III.

WRITING.

WRITING.

A SPECIMEN LESSON.

RESEMBLANCES AND DIFFERENCES IN FORM.

a b c d e



Teacher. "Please look while I draw a line across the printed a, cutting off the upper curve. Now what does the lower part look like?" *Pupil.* "Like the script a."

T. "The script a is like the lower part of the printed a." (Pupils repeat.) "What is this little line called that you see here on the left side of the script a?" *P.* "A connecting line."

T. "What difference in the form of the b's?" *P.* "The script b has a loop instead of a stem, and the curve on the right is open at the top."

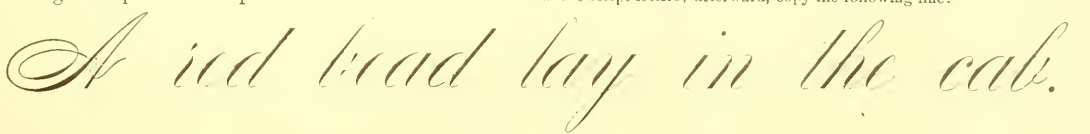
T. "What likeness in the forms of the two kinds of c's?" *P.* "The script c is shaped like the printed c."

T. "What of the script d?" *P.* "The script d has a stem like the printed d."

T. "Describe the printed e." *P.* "The printed e has a short horizontal line passing through the curve."

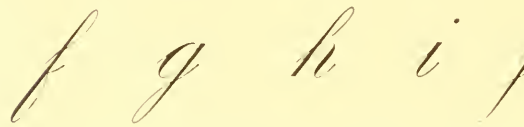
T. "Now describe the script e." *P.* "The script e has a *slanting* line through the curve."

NOTE.—Let the pupils take their slates and pencils and copy the above script letters; afterward, copy the following line:



WRITING LESSON 2.

f g h i j



Have pupils examine the form of each one of the above script letters to see how they are like or unlike the joined letter of the same name and lead them to give the following

STATEMENTS.

The script f has a loop at the upper end, where the printed f has a curve. Also a loop at the lower end, or below the line.

The script g has a loop at the lower end where the printed g has a curve.

The script h has a loop at the upper end where the printed h has a stem.

The script i has a dot above it like the printed i.

The script j has a dot above it like the printed j, and a loop below instead of a curve.

EXERCISE IN CONNECTING THE ABOVE LETTERS.



WRITING LESSON 3.

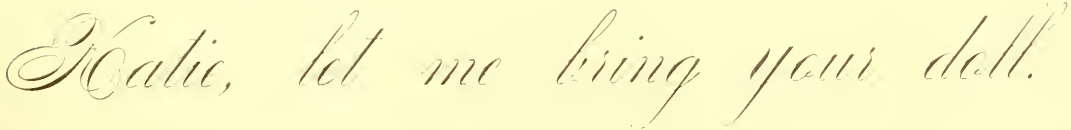
k l m n o



STATEMENTS.

The script k has a loop where the printed k has a stem.
The script l has a loop instead of a stem.
The script m is much like the printed m in form.
The script n is nearly like the printed n in form.
The script o is like the printed o with the addition of a connecting line.

EXERCISE IN CONNECTING THE ABOVE LETTERS.



WRITING LESSON 4.

p q r s t



STATEMENTS.

The script p has two stems. One at the lower end like the printed p, and also one at the upper end.

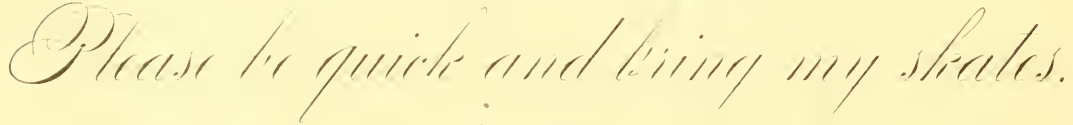
The script q has a stem, like the printed q.

The script r has a "shoulder" instead of a curved arm.

The script s has a slanting line and *one* curve, where the printed s has a double curve.

The script t is almost like the printed t, except the connecting line.

EXERCISE IN CONNECTING THE ABOVE LETTERS.



ORAL LESSON.

O, see the snow-flakes fall,
Right down on my new sled;—
I'll make a big snow-ball
Before I go to bed.

WRITING LESSON 5.

u v w x y z



STATEMENTS.

The script u is nearly like the printed u.

The script v is shaped like the printed v, but has curved lines.

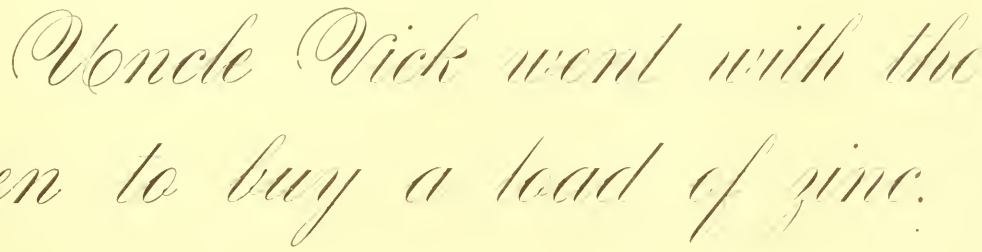
The script w is shaped like the printed w, with curved lines instead of straight ones.

The script x is different from the printed x. The lines are curved and do not cross each other.

The script y has a loop where the printed y has a curve

The script z has a loop at the bottom.

EXERCISE IN CONNECTING THE ABOVE LETTERS.



SCRIPT SENTENCES.

A Abel likes to fly his kite.

B Ben has a bow and arrow.

C Come, see him shoot.

D Do see that pretty butterfly.

E Ed says it was a caterpillar.

F Flora has a flower-bed.

G George takes the weeds.

H "How doth the busy bee

I Improve each shining hour."

J John-ny can build a cube.

K Kaly has drawn a cylinder

L Lana can describe a cone.

M Max may have the pyramid.

N Night is lighted by the stars.

O O! see that lovely moon.

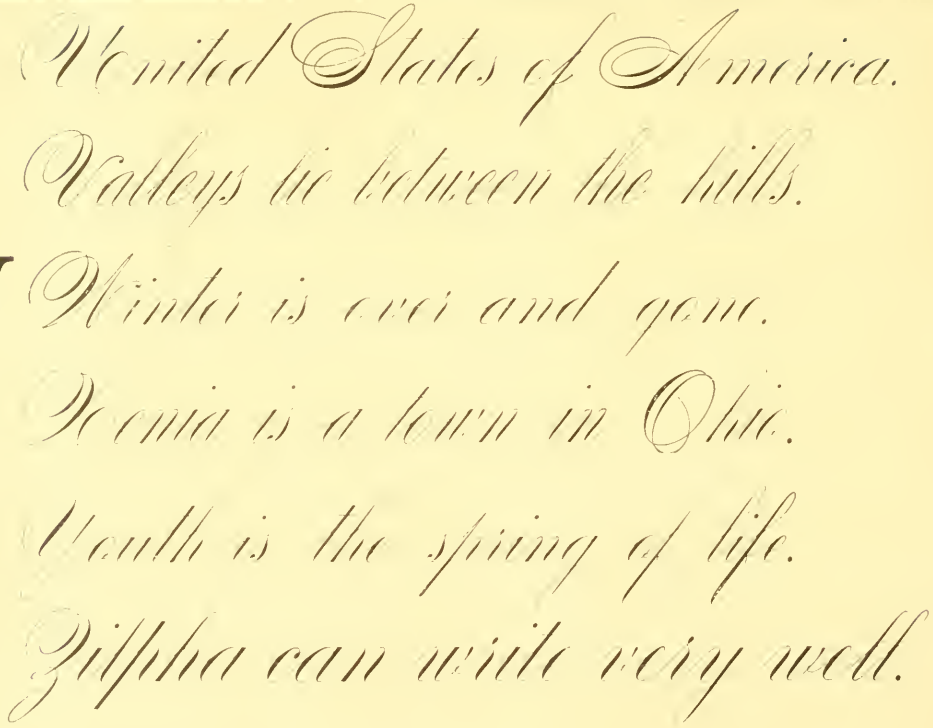
P Pearls are found in shells.

Q Quid and cider reigns.

R Ring! ring the bells again!

S Summer will come again.

T Taste not, handle not.


U United States of America.
V Valleys lie between the hills.
W Winter is over and gone.
X Xenia is a town in Ohio.
Y Youth is the spring of life.
Z Zilpha can write very well.

APPENDIX.

PHONIC METHOD.

Analysis of the Word by the SOUNDS *of the Letters.*

Those teachers who prefer analysis of the word by the sounds of the letter, can use one of the following methods:

1.—Simply give the SOUNDS instead of the letters.

2.—Preceded by Preparatory Lessons.

Which is the better way, to show the pictured outline of an object complete or to draw those outlines in the presence of the class? Certainly the children will enjoy seeing the GROWTH of the picture, and, in the same way, they will like to watch the growth of the word, and to hear the teacher "pronounce" it slowly WHILE building it letter by letter.

SPECIMEN LESSON.

T. "What am I drawing?"

P. "A picture of a fan."

T. "Now look closely while I make the WORD fan, with some of these little cards."

Teacher proceeds with building the word on the "form" which is held in view, and slowly pronounces, by giving the SOUND of each letter, as it is laid in its place, thus:

f–a–n

T. "Please watch my lips while I pronounce it again. Now you may repeat each sound after me."

Children repeat, f-a-n.

T. "Listen, while I sound the first part alone. All try it: "f." Again, "f, f."

Teacher gives the second part (short a). Children repeat.

Finally, the last sound (n).

Then the whole word CLEARLY.

NOTE.—Doubtless some of the pupils may know the NAMES of a few letters, and try to give them. The teacher might merely say, "We do not care to use the names of the letters yet. Let us first learn their SOUNDS."

Word Building.

T. "Now you may build the word fan, as I did, on your forms."

"Where is f?" (Calling it by the sound only.)

P. (Using the sound,) "f is in the second row, second box, left hand."

T. "Where is a?" (giving short sound.)

P. "a is in the upper row, left hand box."

T. "Where is n?"

P. "n is in the third row, right hand box."

T. "All who can find more letters, just like those, in the same boxes, may build the word fan again.

"See how many times you can build that word while I repeat:

"Little builders, build away,
There is work for you to-day:
Find the letters, small and bright,
Put them in their places right.

Children build:

fan fan fan

Additional.

SOUND them clearly; one by one,
Then the lesson will be done."

Pupils echo,

"Yes, we'll SOUND them, one by one,
Then the lesson will be done."

Pupils pronounce each sound.

NOTE.—At the close of each lesson, teacher see that the cards are put back in the box all right. Pupils will soon learn to "distribute" them rapidly. The teacher should require them to look around them, and see that no cards are scattered on the floor or elsewhere.

Children learn to repeat:

The letter cards are now in place,
Each one where it belongs.
We've looked, to see that not one face
Among the cards is wrong.

NOTE.—After the presentation of one word, in a thorough manner, the first and only difficulty is passed. Each successive word becomes easier and more familiar to the pupil, because he has the KEY to pronunciation, and the letter cards become like toys in his hands.

Moreover, when he has built words for himself, he will KNOW them thoroughly, and there will not be any guess work in reading the lesson.

☞ See pamphlet by E. D. Starr, entitled "Preparatory Lessons on Breath and Voice, or Letter-Cards adapted to the Phonic Method.

SELECTIONS TO MEMORIZE.

TEN LITTLE DOLLIES.

[From *The Nursery.*]

One lonely dolly didn't know what to do,
Sighed for a playmate—that made two.

Two fragile dollies, sick as they could be,
Called in a doctor—that made three.

Three fairy dollies, in a candy store,
Bought one of sugar—that made four.

Four stylish dollies went out for a drive,
Coachman in livery—that made five.

Five pretty dollies with their hats to fix,
Went to a milliner—that made six.

Six paper dollies, all their ages even,
Stood by their mamma—that made seven.

Seven smiling dollies, with book and slate,
Sat by their teacher—that made eight.

Eight talking dollies, all in a line,
In came a truant—that made nine.

Nine happy dollies trotted home again,
Grand-dolly kissed them—that made ten.

SIMPLE ADDITION.

One little downy duck chipped a shell through,
So did another duck—1 and 1 are 2.

Two pretty sister ducks never could agree,
Up came a brother duck—2 and 1 are 3.

Three very jolly ducks waddled on the shore,
There they met a lazy duck—3 and 1 are 4.

Four pert and naughty ducks would not learn to dive;
"Quack" then, said Captain Duck—4 and 1 are 5.

Five plump and merry ducks, swimming after sticks,
Met with a fellow duck—5 and 1 are 6.

Six rather sleepy ducks rested in the even,
Up came a lively duck—6 and 1 are 7.

Seven very tired ducks, sleeping rather late,
Were waked by a noisy duck—7 and 1 are 8.

Eight ducks, gay and proud, in a flock combine,
"Let me in," said homely duck—8 and 1 are 9.

—*From The Nursery.*

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I'LL NOT TELL.

(A Christmas Colloquy for Two, with Chorus.)

First :—
O, what shall you give your father and mother
This beautiful Christmas day ?
What gifts shall be for your sister and brother,
And all of your dear ones, say ?

Second :—
I'll not tell, and you will not know,
Till Christmas trees with their blooms shall glow.
I'll not tell, I'll not tell !
But, bye and bye, when the gifts you see,
Will you sing the Christmas song with me,
While the the angels sing with us again ?
(Angel Chorus, to be sung a little way off.)
Peace, peace on earth, good will to man !

First :—
Say, what shall you give the poor little people,
That shivering, speed away
Through frosty streets, while the chimes in the steeple
Ring merry for Christmas day ?

Second :—
I'll not tell, and you will not know,
Till Christmas baskets to find them go.
I'll not tell, I'll not tell !
But bye and bye, when the gifts you see,
Will you sing the Christmas song with me,
While the angels sing with us again ?

Chorus :—
Peace, peace on earth, good will to man !

—*From Exhibition Days.*

MARCHING EXERCISE.

(Arrange a straight *line* of pupils in front, and a curved line behind them. Each line recites in concert.)

Straight line :—Straight is the *line* of duty,
Curved line :—Curved is the *line* of beauty ;
Straight line :—Follow the first, and thou shalt see,
Curved line :—The last will surely follow thee.

(In reciting the third line, let the straight line march on ; and, in reciting the fourth, let the curved line march on, and *into the steps* of the straight line.)

—*From Exhibition Days.*

THE "RUNAWAY" SQUIRREL.

"Two little squirrels lived in a wood,
One was naughty, the other was good.
The naughty one's name was Dandy Jim,
His mother was very fond of him.
The good one's name was Johnny Black,
He had *beautiful* fur all down his back—
And he never went near a railroad track.
But Dandy Jim—alas for him !
He *ran away* from home one day.
His mother looked for him, far and near,
But never a word from Jim could she hear;
For, crossing the track, the cars ran over him,
And that was the end of poor Dandy Jim !
But Johnny Black, he always came back.
He thought that at *home* was the place to stay.
He minded his mother, where'er he might be—
He thought that his mother knew *better* than he."

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